

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☐ Elementary ☐ Middle ☐ High ☐ K-12 ☒ (K-8)
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Mrs. Harriann Walker

Official School Name: Holy Redeemer School

School Mailing Address:
9715 Summit Avenue
Kensington, MD 20895-3698

County: Montgomery State School Code Number*: N/A

Telephone: (301) 942-3701 Fax: (301) 942-4981

Web site/URL: http://www.hrs-ken.org E-mail: h.walker@hrs-ken.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Patricia Weitzel-O'Neill

District Name: N/A Tel: (301) 853-4500

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Ruthanne Lopez

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

Does not apply to private schools

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
- ☐ Suburban school with characteristics typical of an urban area
- ☒ Suburban
- ☐ Small city or town in a rural area
- ☐ Rural

4. 10 Number of years the principal has been in her/his position at this school.

0 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	7	19	29	48
K	15	22	37	8	23	22	45
1	22	23	45	9	0	0	0
2	22	19	41	10	0	0	0
3	17	20	37	11	0	0	0
4	20	19	39	12	0	0	0
5	23	29	52	Other	0	0	0
6	21	21	42				
TOTAL STUDENTS IN THE APPLYING SCHOOL							386

6. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native
0 % Asian
2 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
94 % White
1 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 2 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)].	7
(4)	Total number of students in the school as of October 1.	430
(5)	Total transferred students in row (3) divided by total students in row (4).	0.016
(6)	Amount in row (5) multiplied by 100.	1.628

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 4 %

Total number students who qualify: 14

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 8 %

Total Number of Students Served: 32

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>18</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>6</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>21</u>	<u>3</u>
Special resource teachers/specialists	<u>3</u>	<u>1</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff	<u>1</u>	<u>2</u>
Total number	<u>32</u>	<u>6</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 17 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	98%	98%	98%	98%	98%
Daily teacher attendance	95%	95%	95%	95%	95%
Teacher turnover rate	23%	27%	27%	0%	9%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

The 2007-2008 teacher turnover rate percentage was based on twenty-two fulltime classroom teachers. At the end of 2008, one teacher facing serious illness retired on disability, one transferred within the archdiocese, and one position was eliminated in response to enrollment and budgetary concerns. During school years 2005-2006, and 2006-2007, the turnover rates were due to retirements, transfers within the archdiocese, and mothers not returning from maternity leave.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Holy Redeemer School, a Catholic parochial school in the Archdiocese of Washington, exemplifies three specific characteristics integral to Catholic education: academic excellence, faith formation, and a caring community. Located in Kensington, Maryland, a suburb of the nation's capital, Holy Redeemer School was founded in 1951 and has educated multiple generations of parish families. Committed to excellence and equity, the school works to keep Catholic education accessible and affordable through parish stewardship and school fundraisers. Tuition-per-child is also reduced for multiple-child families. With strong parish enrollment, the school's location and reputation increasingly attract students from beyond the parish boundaries. Parents choose Holy Redeemer School for its excellent academic programs, vibrant Catholic identity, and dynamic school community life.

Newly re-accredited by the Middle States Association Commission on Elementary Schools in May, 2008, Holy Redeemer School's mission, firmly rooted in the Catholic faith, is to:

- Encourage each child to fulfill individual potential by utilizing his or her unique, God-given gifts.
- Optimize each child's learning through differentiated instruction that celebrates individual learning styles.
- Embrace diversity as an expression of the richness of God's gifts and as a response to the Gospel call to extend God's love to all.
- Foster Gospel values and practices as foundations of community life and Christian service.

Holy Redeemer School's faculty and staff of thirty-eight serve 386 students in two classes of each grade, Kindergarten through Grade Eight, providing the optimal class-size for learning. Recent upgrades to the infrastructure and technology program, combined with technology training for teachers, have enriched differentiated learning across the curriculum. The core curriculum is standards-based, with teachers devoting thought and care to lesson-planning, instruction and assessment. Instruction in French, Spanish, Art, Library, Music and Physical Education are integral components of the curriculum. Two resource teachers support individual learning and work with small groups. Holy Redeemer School's students consistently achieve in the top tenth-percentile of the *TerraNova* and perform well on differentiated classroom assessments. Holy Redeemer School's eighth-graders are accepted to the Catholic high schools of their choice and to the public school's magnet programs, often placing into 10th-grade foreign language and mathematics classes, honors English classes, and other advanced academic programs.

Daily religion classes in the Catholic faith are the foundation of faith formation which respectfully focuses on each child's developmental needs. Daily prayer, twice-monthly liturgies, and seasonal religious observations involve students in lifelong faith practices. School and classroom bulletin boards celebrate Catholic identity while Christian service activities extend learning about Gospel values into action through participation in a local soup kitchen, a program to aid needy mothers and infants, a home for the aged poor, and other charities. School-wide values themes and the Guidance Curriculum further foster faith formation in daily life.

As a parochial school, Holy Redeemer School is a community within a community, benefiting from parish stewardship and sharing the Gospel mission of carrying Christ's message to others. Dedicated teachers enrich community life with extended care, field trips, choirs, instrumental band, religious life programs, and student government. Teachers and parents provide extra-curricular activities--such as Drama Club, Children's and Youth Groups, Leadership Programs, Scouting and Sports—that make Holy Redeemer School a dynamic place. Special events such as Grandparents Day, Homecoming, and the Christmas pageant celebrate community. Teachers guide all students to build inclusive and caring communities at home, school and in their expanding worlds. The annual Festival of the Arts unites students and volunteers from the extended community in exploring how a caring community responds to a social justice issue, such as helping God's people after a natural disaster.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Holy Redeemer School annually administers CTB/McGraw Hill's *TerraNova, The Second Edition (TN)* and *InView (IV)* in the spring to all students in Grades 2 through 8. The *TerraNova* is a norm-referenced test that provides assessment data which allows the comparison of achievement, by individuals and by groups of students, with national performance. The Reading Test scores student achievement related to objectives in basic understanding, analyzing text, evaluating and extending meaning, and identifying and applying reading strategies. The Mathematics Test scores student achievement related to numbers and numerical relations, computation and estimation, measurement, geometry and spatial sense, data, statistics and probability, patterns, problem solving and reasoning and communication. The *TerraNova* tests for students in Grades 4 and 7 are more comprehensive and include a writing section. The *InView* assessment scores students' anticipated achievement and these scores represent the extent to which a student's or a student group's achievement is consistent with expectations for students of similar age, grade, and cognitive ability. For additional information about the *TerraNova*, www.ctb.com is an interactive website for educators and parents.

The qualifying Reading and Mathematics assessment data from the *TerraNova* is presented using the Mean Normal Curve Equivalent scores for each grade for the past five years, with the Grade 8 being highest grade level tested all five years. Holy Redeemer School's assessment data is compared to nationally standardized scores as well as to the scores of other schools in the Archdiocese of Washington. Holy Redeemer School has consistently scored at levels that place it in the top 10% of the nation's schools based on Mean Normal Curve Equivalents and on Median National Percentiles. There are no subgroups requiring disaggregation of data.

Holy Redeemer School has consistently surpassed the qualifying scores at the Grade 8 level during the past five years and overwhelmingly has surpassed the qualifying scores listed for lower grade levels, demonstrating excellence in student achievement across grade levels. It is important to note that no students take an alternative assessment and 100% of Holy Redeemer School's student scores are presented at each grade level. While individual students take the *TerraNova* with accommodations as specified in approved Individual Educational Plans, the scores of all students, including those tested with accommodations, are included in each Grade's Mean Normal Curve Equivalent. While Holy Redeemer School has not experienced any significant losses or gains over the past five years of assessment data, the impact of the percentage of students with accommodations on the number of points by which Holy Redeemer School exceeds the 90th percentile of national school norms is noticeable. Grade 8, with 23% of students receiving accommodations, surpassed the qualifying Reading score by 3.1 points and the qualifying Mathematics score by 4.4. In comparison, Grade 7, with 11% of students receiving accommodations, surpassed the qualifying scores by more than double those amounts: by 7.1 points for Reading and by 10.9 for Math. Grade 4, with 5% of students receiving accommodations, surpassed the qualifying scores by significant amounts: by 10 points for Reading and by 9 points for Mathematics. Even so, Holy Redeemer School's students, including those with documented learning differences exceed CTB/McGraw Hill's "typical growth" when comparing scores from year to year.

2. Using Assessment Results:

Holy Redeemer School uses assessment data from the *Terra Nova, The Second Edition (TN)* and *InView (IV)* to understand and to improve student and school performance in seven specific ways.

1. The principal and resource teachers annually review the data to identify curricular areas for improvement or recognition. With scores consistently in the top ten percent nationally, this review resulted in a writing-across-the-curriculum initiative to challenge critical thinking and synthesis of information.

2. At a fall 2007 faculty in-service on reading the *TN* and *IV* reports, teachers learned to compare student achievement with anticipated achievement in order to challenge students appropriately and to use *TN* formats in their lessons and assessments.
3. Teachers receive class test results and use them to identify students who may need additional help over the summer and in the upcoming school year for optimal learning.
4. Teachers use data to evaluate teaching strategies and curricular materials. In 2007, teachers identified a need to align the newly implemented Saxon Math program with core standards assessed by the *TerraNova*.
5. Before the new school year begins, all teachers meet in mixed-grade teams to review the assessment data for collaborative vertical planning to ensure meeting core standards with sufficient time for mastery at each grade-level grouping. In fall 2008, teachers participated in a workshop on curriculum mapping to align and pace lesson plans with core mathematics standards.
6. Before school begins, teachers review the individual reports of their incoming students to screen for individual remediation needs, including referral to resource teachers for further assessment and services, to form small groups for differentiated instruction, including re-teaching and extension activities.
7. Specials teachers participate in mixed-grade team reviews of assessment data, promoting school-wide improvement based on the whole faculty's shared understanding of student and program strengths and weaknesses.

3. Communicating Assessment Results:

Holy Redeemer School communicates information on student performance continuously through use of Edline, a secure, password-protected website, providing parents with immediate access to all teacher-generated student performance reports which teachers post regularly--typically weekly. Middle school students share access to Edline and parents exercise discretion in sharing with younger students. Holy Redeemer School also maintains a school website which posted the Middle States Self-Study, including *TerraNova* (*TN*) results. After *TerraNova* and *InView* (*IV*) results are received, the school sends a copy of each student's comprehensive Report on Individuals and Home Report to the parents along with information to help parents understand their child's scores. In fall 2008, Holy Redeemer School hosted a special meeting for parents to further explain the *TN* and *IV* assessments and how to interpret results. Classroom teachers have conferences with every parent in November, providing another opportunity to respond to questions about the meaning and use of *TN* data. In addition, the guidance counselor and two resource teachers are available to meet individually with parents to discuss their child's assessment results, particularly when results are used to identify a student in need of remedial and/or enrichment activities. Holy Redeemer School also shares assessment results through two other parent forums: The School Advisory Board's Open Forums and the Middle School Committee. These forums promote communication with all parents about the successes and challenges facing Holy Redeemer School, while highlighting the school's top ten percent national ranking. Other communication tools include the principal's weekly newsletter, the school's webpage, and the Edline webpage.

4. Sharing Success:

The Holy Redeemer School principal and faculty take active roles in professional organizations and conferences, continuing education programs, and Archdiocesan teacher groups (i.e. Art, Library, Technology Integration, and Foreign Language). As an engaged member and past president of the Archdiocese of Washington's Elementary School Principal's Association, the principal has shared Holy Redeemer School's successes, and will continue to share practices that have maintained and improved student learning. The principal has also served on the Archdiocese of Washington School Board.

All faculty/staff are committed to cooperative and collaborative exchanges with other schools both in person and digitally through teacher blogs, postings to educational websites, emails, and Skype connection to remote schools. Multiple faculty members have joined the web-based Discovery Education Network (DEN) and have attained STAR status by training colleagues in using technology in differentiated instruction.

Holy Redeemer School financially and philosophically supports teacher participation in continuing education workshops, which feature opportunities for participants to exchange successful strategies. The school frequently hosts meetings for principals and in-service programs for Archdiocesan teachers. The principal and faculty members have additional opportunities to recommend best practices by serving on the Middle States Association Commission on Elementary Schools visiting teams. Individual faculty members have participated in a specialized program, sponsored by NASA, to develop curriculum.

The principal, parents and Archdiocesan Catholic Schools Office actively work to share Holy Redeemer School's successes with the public through messages on the school's sign, website and local print/tv/radio media coverage in addition to annual Open Houses. Should Holy Redeemer School win the Blue Ribbon, this recognition would reinforce all ongoing outreach efforts and would be celebrated at the archdiocesan annual forum for all schools. Holy Redeemer School would publicize its award in all school/archdiocesan print/digital communications, including outdoor signage and website and would celebrate with a special event/open house.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Holy Redeemer School's instructional program, based on Archdiocesan Curriculum and Guidelines, meets the students' academic, developmental and spiritual needs. Teachers in Grades K-5 deliver instruction in self-contained classrooms, with grade-level team-teaching. Teachers in Grades 6-8 deliver instruction in departmentalized classrooms for: Religion, Language Arts, Literature, Mathematics, Science and Social Studies. Grades 2-8 receive foreign language instruction in either French or Spanish two-to-three times a week. Grades K-8 receive instruction in Art, Library, and Music weekly and in Physical Education twice weekly. Standards and student achievement benchmarks guide teachers' goals and objectives for learning outcomes. Through differentiated strategies, teachers engage students individually, in flexible groupings, and in class groups. Visual and performing arts are integrated curriculum-wide, with special emphases in Art, Foreign Language, Music, Religion, Literature, Social Studies.

Religion: Instruction presents doctrines of the Catholic faith. Grades 2 and 8 receive sacramental instruction. All students learn about God's saving actions throughout Old Testament history, the coming of Jesus as the fulfillment of God's promise, Jesus' New Testament teachings, and the Church.

Reading/Language Arts: Reading instruction is founded on phonemic awareness, phonics, fluency, vocabulary, literal and interpretive comprehension, and critical thinking skills in response to literature and text analysis. Language arts instruction focuses on language mechanics, the writing process, listening, and both oral and written expression. Drama club and field trips expose student to performing arts.

Mathematics: Saxon Math actively involves K-8 students in exploring and applying mathematics to real life situations. Number sense, computation, patterns, algebraic problem-solving, and geometry skills are taught at each level. Grade 8 students take either "Algebra ½" or "Algebra 1", often testing out of Grade 9 "Algebra 1".

Science: Students study life, physical/earth sciences and astronomy through discovery and interaction along a K-8 continuum of knowledge and skills. Students learn the scientific inquiry method, experience project-based learning, hands-on experimentation, scientific writing, research projects and technology applications.

Social Studies: Instruction begins with characteristics of families and proceeds by grades through studies of communities, Maryland, American History, and Ancient Civilizations. Grade-level courses include the five themes of geography, civics, economics, cultures, belief systems, social systems and political systems. Critical thinking, visual literacy and primary sources are emphasized.

Foreign Language: Foreign language instruction in French and Spanish is an integral part of the academic program. Classes meet twice weekly in Grades 2-5 and three-times-a-week in middle school. Primary students learn vocabulary of daily life, basic language mechanics, and cultural appreciation. Grades 6-8 learn basic grammar and conversation, exchanging information and expressing feelings, with in-depth study of peoples and places. Classroom activities emphasize visual literacy and performing arts.

Art: Instruction teaches vocabulary, creative problem solving, and self-expression within a hands-on learning structure, while featuring visual literacy and art history components. The school's annual arts festival connects students with community artists in fine and performing arts activities planned around a central theme.

Library: Students make cross-curricular connections through correlated standards, learn research skills, and listen and read for pleasure using the school's diverse print collection and digital library resources.

Music: Performing arts provide focus for music reading and appreciation as students prepare to sing for Grandparents' Day, Christmas Pageant, and liturgical celebrations. Young Voices and Honors Choirs offer additional performance opportunities.

Physical Education: All students participate in activities to develop motor skills, fitness and endurance, and in the Presidential Fitness Program. Instruction stresses cooperation, fair play and sportsmanship.

Technology: Computer Education is cross-curricular. K-5 classroom teachers deliver instruction in the computer and writing labs weekly. Grades 6-8 receive specialized technology instruction weekly. All students receive specialized internet safety training annually.

2a. (Elementary Schools) Reading:

Holy Redeemer School teachers implement Archdiocesan Standards and Guidelines to design and implement individual, grade-level reading curriculum. Teachers establish grade-level goals, based on careful review of assessment data for the class and for individual students. Teachers communicate the needs, strengths and weaknesses of the students from grade to grade. By tracking assessment data and mapping the reading curriculum, teachers gather the necessary information to help both individual students and groups of students improve in all reading skill/topic areas, including reading comprehension, as they progress from grade to grade. Reading and other subject area text books are compared and contrasted vertically to ensure that students are challenged to build upon reading skills learned in previous years.

Using a comprehensive reading and language arts program that begins in Kindergarten, children learn all the letters of the alphabet, their phonetic sounds, and the correct formation of these letters. Children also learn how to blend sounds into words and how to read selected sight words. In phonics, students review consonant and vowel sounds. New blends and cluster are introduced. Students are taught alphabetical order, synonyms, homonyms, contractions, prefixes and suffixes. Major techniques of reading instructions include:

- Reading selections with follow-up questions
- Instruction with Samples/Models
- Using graphic organizers to analyze text for meaning
- Vocabulary development and specific skill practice
- Large group discussion
- Small group discussion
- Individual work

As reading skills are critical to student achievement across the curriculum, all teachers review reading assessment data and teach reading strategies across all content areas, such as the use of graphic organizers, specialized vocabulary development, individual, paired and group reading followed with comprehension checks.

2b. (Secondary Schools) English:

3. Additional Curriculum Area:

Holy Redeemer School has a fulltime, onsite guidance counselor who teaches weekly classes to Grades K-5 and who schedules multiple series of thematic class presentations with Grades 6-8 throughout the year. Program goals flow from the school's mission statement and focus on the acquisition and development of fundamental interpersonal skills key to successful and satisfying interaction with others.

The Holy Redeemer School Guidance program curriculum goals include:

- Develop a sense of individual independence in decision-making, grounded in Catholic values.
- Develop a sense of responsibility for self, others, community, and environment.
- Develop those skills necessary to work in a group setting, e.g. assertiveness, tolerance, compromise and negotiation.
- Develop a sense of empathy.
- Foster awareness of consequences of choices.
- Develop strategies for recognizing and avoiding negative situations and influences.

The Guidance program content is developmentally appropriate with all topics communicated in advance to parents. Grades K-5 explore recurring themes that include friendship, responsibility, conflict resolution, and tolerance. Grades 6-8 address specific issues and needs, such as coping with adjustment to middle school for sixth-graders, dealing with cliques or bullying behaviors for seventh-graders, and dealing with the pressures of high school applications for eighth-graders. Students hone communication and relationship skills that will

foster personal growth in the context of the Catholic faith's challenge to seek and foster the best in each other.

The Holy Redeemer School guidance counselor works with teachers to develop classroom management and instruction for specific groups and to develop specific accommodation plans for individual students. Individual and small group sessions may focus on student awareness of personal learning styles and development of organizational and executive functioning skills critical for academic achievement.

4. Instructional Methods:

At Holy Redeemer School, differentiated instruction begins with teachers emotionally engaging all students in a safe and caring environment. The principal reviews lesson plans weekly to monitor alignment with standards and inclusion of differentiated teaching strategies. Access to content is varied to appeal to the many different intelligences. Typically, content is presented to visual and auditory learners with regular inclusion of hands-on activities that engage all types of learners through movement, music, projects, tech integration, dramatization, talking and sharing. Teachers also differentiate instruction by using flexible grouping for student activities following a whole class lesson or shared learning experience. Students in Grades K-5 benefit from the regular use of centers to access content both individually and in flexible groups. Students in Grades 6-8 gain new learning opportunities through flexible group work, such as literature circles. This activity affords students multiple opportunities to develop the essential skills necessary for analyzing a literary text.

Holy Redeemer School's commitment to improving student learning through differentiated instruction is evidenced by the selection of the Saxon Math program for use in Grades K-8 because the program emphasizes the use of manipulatives and the real-life applications of skills. In the Saxon Math program, main concepts are taught to the whole class, while teachers adjust the degree of complexity to address the needs of specific students.

Technology provides many opportunities to differentiate instruction by using computers together with specialized software and web-based programs for both remedial and enrichment activities. In the Computer Lab, the Writing Lab, and at student workstations in every classroom, students use computer activities to learn, practice and apply skill sets across the curriculum. Foreign language teachers regularly use the Computer Lab for Grades 2-8 to individualize instruction through web-based programs that review vocabulary, pronunciation and grammar.

5. Professional Development:

Holy Redeemer School's recent professional development initiatives have focused on the Archdiocesan restructuring of curriculum based on the adoption of academic standards, in addition to guidelines. This shift impacts classroom instruction as teachers align curriculum to standards within the framework of faith-based education and link curriculum to benchmarks for student achievement. This school year, the Holy Redeemer School faculty received in-service training from a curriculum specialist in identifying core standards in mathematics and the use of TechPath, a curriculum mapping program. The faculty also attended the Archdiocesan Forum on Building Engagement to improve outcomes for every student in their classrooms through enhanced classroom management, technology integration, and project-based learning. Four faculty members applied their training to create a project-based learning experience for 7th-graders by correlating standards-based curriculum in Science, Language Arts, Library, and Technology. This illustrates how professional development programs positively impact student learning.

Many other professional development opportunities support student achievement at Holy Redeemer School. Regularly scheduled faculty meetings are used throughout the year to provide in-service training on a range of topics, most especially technology applications and integration as the installation of new technology brings new opportunities to the classrooms.

Teachers also receive encouragement and financial support to attend specialized workshops. Subsequent faculty meetings provide teachers with opportunities to share new ideas and strategies with colleagues, positively impacting more students. In January, 2009 faculty members will begin an on-site series of courses to attain certification as catechists, an important school goal. Individual teachers are participating in continuing education cohorts to achieve certification and to earn higher degrees.

6. School Leadership:

Holy Redeemer School's leadership structure is headed by the Holy Redeemer Parish pastor, principal and vice-principal (administrative team) who ensure that policies, programs, relationships and resources focus on improving student achievement. The faculty participates in the leadership structure through four teacher teams (K-2, 3-5, 6-8, and Specials) that report to the Principal's Advisory Council (PAC). The administrative team receives advice and assistance from the School Advisory Board, consisting of parent and parish volunteers. Together, administrators, faculty, and board members function in accord with the mission and goals of the school and the Archdiocese of Washington: promote academic excellence in a Christ-centered community that is accessible and equitable.

The principal has primary leadership responsibility for decisions impacting student achievement. She actively participates in all Archdiocesan programs and activities for curriculum development, faculty training and student achievement. The principal oversees the regular review of curricular materials and budgets for new textbooks, materials, and technology to ensure that the students have updated resources. The principal strives to maintain an optimal teacher-student ratio and to fund resource positions that serve students with learning differences. The principal establishes teacher goals, reviews lesson plans, observes faculty, with special attention to alignment with curriculum standards and differentiated teaching strategies

Teachers also serve on strategic planning teams for religion, reading and writing. Teacher recommendations to the Principal's Advisory Committee positively impact student achievement. The teams are currently reviewing best practices and materials for teaching Religion and for teaching religion, and for teaching reading and writing across the curriculum, with an established timeline for implementation. The immediate goals are to certify all classroom teachers as catechists and to further improve student achievement in reading/language arts.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No
3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$5830</u>	<u>\$5830</u>	<u>\$5830</u>	<u>\$5830</u>	<u>\$5830</u>	<u>\$5830</u>
K	1st	2nd	3rd	4th	5th

<u>\$5830</u>	<u>\$5830</u>	<u>\$5830</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th

<u>\$0</u>	<u>\$0</u>
12th	Other

4. What is the educational cost per student? \$ 6730 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 1457
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
22 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
100 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics

Grade: 2 Test: Terra Nova

Edition/Publication Year: The Second Edition/2001 Publisher: CTB McGraw Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	65	62	63	62	63
Number of students tested	42	46	57	51	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 2 Test: Terra Nova

Edition/Publication Year: The Second Edition/2001 Publisher: CTB McGraw Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	72	67	69	72	69
Number of students tested	42	46	57	51	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 3 Test: Terra Nova

Edition/Publication Year: The Second Edition/2001 Publisher: CTB McGraw Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	63	61	62	59	62
Number of students tested	43	55	49	48	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 3 Test: Terra Nova

Edition/Publication Year: The Second Edition/2001 Publisher: CTB McGraw Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	66	67	63	61	64
Number of students tested	42	55	49	48	50
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 4 Test: Terra Nova

Edition/Publication Year: The Second Edition/2001 Publisher: CTB McGraw Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	73	71	67	71	71
Number of students tested	54	48	51	46	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 4 Test: Terra Nova

Edition/Publication Year: The Second Edition/2001 Publisher: CTB McGraw Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	74	71	67	69	68
Number of students tested	54	48	51	46	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 5 Test: Terra Nova

Edition/Publication Year: The Second Edition/2001 Publisher: CTB McGraw Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	71	66	70	68	66
Number of students tested	51	52	45	48	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 5 Test: Terra Nova

Edition/Publication Year: The Second Edition/2001 Publisher: CTB McGraw Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	71	66	73	69	75
Number of students tested	51	52	45	48	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 6 Test: Terra Nova

Edition/Publication Year: The Second Edition/2001 Publisher: CTB McGraw Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	67	69	68	70	69
Number of students tested	53	46	47	44	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 6 Test: Terra Nova

Edition/Publication Year: The Second Edition/2001 Publisher: CTB McGraw Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	60	73	64	69	68
Number of students tested	53	46	47	44	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 7 Test: Terra Nova

Edition/Publication Year: The Second Edition/2001 Publisher: CTB McGraw Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	75	80	83	80	71
Number of students tested	47	44	42	42	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 7 Test: Terra Nova

Edition/Publication Year: The Second Edition/2001 Publisher: CTB McGraw Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	73	66	71	69	71
Number of students tested	47	44	42	42	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 8 Test: Terra Nova

Edition/Publication Year: The Second Edition/2001 Publisher: CTB McGraw Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	69	78	75	70	67
Number of students tested	47	46	41	42	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 8 Test: Terra Nova

Edition/Publication Year: The Second Edition/2001 Publisher: CTB McGraw Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	69	71	70	69	71
Number of students tested	47	46	41	42	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

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